|  |
| --- |
| Learning Through the ArtsMedia Arts Project (MAP)Grade 9 Social Studies |

# Outline for Decades of Change

**Media Arts Project**

**Grade 9 Unit- Social Studies/Media**

**Title:** Decades of Change - 1950 to 1980

**Descriptive Sentence:** Students create a digital slide show to explore changes in Canadian society from the 1950’s to the 1980’s. Using Photostory student groups use audio and images to explain the “big idea” that defines their assigned decade.

**Overall Expectations:**

**Grade 9 Social Studies:**

9.3.5 Analyse the impact of changing technology and socioeconomic conditions on Canada’s prosperity and lifestyles in the 1950s and 1960s

9.3.6 Compare the social and cultural trends in Canada in the 1950s, 1960s and 1970s

9.3.7 Analyse how globalization has affected Canada and Canadians since 1980

**Grade 9 and 10 ELA:**

* participate in a range of speaking situations, demonstrating an understanding of the difference between formal and informal speech
* view a wide variety of media and visual texts, such as broadcast journalism, film, television, advertising, CDROM, Internet, music videos
* research, in systematic ways, specific information from a variety of sources
* use writing and other ways of representing to - extend ideas and experiences
* experiment with the use of technology in communicating for a range of purposes

**Grade 9 and 10 BBTE:**

2.10.02 correctly cite electronic sources including e-mail, web sites, images, sounds, video clips, and FTP

6.10.01 plan and storyboard and create a variety of multi-media presentations with intended purpose and audience

7.10.02 analyze and synthesize information found on the internet to create a product

**Specific Expectations:**

## Lesson One: Setting the Stage May 12 Class 1. 10:10 – 11:10, Class 2. 11:20 – 12:20, Class 3. 2:20 – 3:20

**Prior to this lesson:** Teacher will have mostly covered the subject material for this project.

**Materials Needed:** textbooks, books, computers with Internet access.

**Getting Started:**

* Teacher and artist introduce LTTA project and its objectives.
* Teacher gives students the timeline for the project.

**Development:**

* Students are assigned a partner.
* The Teacher and Artist will show students a short video clip or images for selected decades and will lead the students in a discussion of how the video or images demonstrate the overlying “big idea” for that decade.

1. Technology and Lifestyles changes in the 1950’s
2. Technology and Lifestyles changes in the 1960’s
3. Conformity of the 1950’s
4. Idealism of the 1960’s and 70’s
5. Globalization in the 1980’s.

**Application:**

* Teacher assigns student partners one of the 5 topics above.
* Teacher and artistshow class examples of Photostorys and explain how they will be creating their own version for this project.

**Closure:**

* Students brainstorm ideas for their Photostory.

## Lesson Two: Nitty Gritty Research May 14 Class 1. 10:10 – 11:10, Class 2. 11:20 – 12:20, Class 3. 2:20 – 3:20

## Prior to this lesson: Students have confirmed with teacher the topic of their Photostory project.

**Materials Needed:** Computers with Internet Access, Digital Cameras, Scanner

**Getting Started:**

* Teacher and Artist demonstrate Google Image search and citing Internet sources.

**Development:**

* Teacher and Artist review the project rubric and storyboarding with the students.
* Students choose images to support the theme of their Photostory and create the script telling the story of the decade.

**Application:**

* Students continue to research information, images and music, write script, and capture images from books using digital camera or scanner with support of Teacher and Artist.

**Closure:** Discuss with students issues around finding appropriate images and information relating to their topic and suggestions of how we can alter the projects based on the information they are finding.

**Before next artist visit:** Images and research are completed

## Lesson Three: Putting it together May 19 Class 1. 10:10 – 11:10, Class 2. 11:20 – 12:20, Class 3. 1:20 – 2:20

**Prior to this lesson:**

**Materials Needed:** Computers with Internet, mics

**Getting Started:**

* Teacher and Artist demonstrate the effects (edit, titles, audio, motion and transitions) available in PhotoStory.

**Development:**

* Students return to their storyboard plan to decide effects they will include.
* Students will check to make sure that they have enough material and script to last 2 - 3 minutes.

**Application:**

* Students with support of Teacher and Artist spend the class putting everything together; making sure images are in the order, script is appropriate.

**Closure:** Students groups summarize where they are at with the project and what they need to finish.

**Before next artist visit:** Any remaining research material, images, and audio should be available for the remaining class.

## Lesson Four: Refining May 20 Class 1. 10:10 – 11:10, Class 2. 11:20 – 12:20, Class 3. 2:20 – 3:20

**Prior to this lesson:** If there is time during class students can practice their narration scripts.

**Materials Needed:** Computers with Internet, mics, LCD projector

**Getting Started:**

* Teacher and Artist discuss with students some of the issues that make the slideshow unappealing. i.e. Mic too close to mouth, background music too loud, blurry images, motion too fast or too close up, weak script.

**Development:** Students review their project so far against the rubric to make sure they are covering all the requirements and make any adjustments necessary.

**Application:**

* Students continue to construct their slide shows.
* Teacher and Artist show students how to save their project as a .wmv file.

**Closure:**

* Students show their project to the class.
* Students viewing the movies are expected to write down two things they’ve learned while watching each decade project.

**Extensions:**

**Glossary:**